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ABSTRACT

Escuela Amistad, an activity center in San Jose, California, is now operating at capacity, five months after its origin. Average daily attendance has been 125 adult students, 18-65, most of whom are females of Mexican-American background. Activities and services provided by the center are: instruction in English as a second language, home development skills program, preschool observation program, driver's education and citizenship classes, upholstery instruction, and a student advisory committee. Some of these are offered as evening classes. Eight goals pertaining to the adult students' personal, social, and family development were established, and several evaluation devices were employed to measure the extent to which goals were achieved. On the whole, results indicated a satisfactory level of achievement. Excerpts from a teacher's evaluation of students in the home development skills program illustrated practical applications for skills learned at the center; excerpts from student comments reflected how the school is affecting their lives. Appended are various forms used in the program. (AG)

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ADULT BASIC LEARNING in an activity center: A DEMONSTRATION APPROACH

A PROGRESS REPORT
PROJECT NO. OEC-0-70-5164
ADULT EDUCATION
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Progress - Interval Evaluation

Project No. OEG-0-70-5164

Adult Basic Learning in an Activity Center

A Demonstration Approach

Submitted by

Metropolitan Adult Education Program

San Jose, California

March 26, 1971

U. S. Department of

Health, Education, and Welfare

Office of Education

Bureau of Adult, Vocational, and Library Programs

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Escuela Amistad is now, after five months, functioning at its capacity. The total enrollment from September 21, 1970 through March 26, 1971 is 235. One hundred and fifty-eight of these students are actively enrolled to date, 68% of these students are first time participants in Adult Education. Of the 235 students 77 have dropped, reasons for their drops are recorded in Table I.

TABLE I

Reasons for Student Drops

Illness	9
Transportation	7
Moved	18
Working	13
Child Care	1
Transferred to other schools	15
Unknown	14

Classroom capacity at Escuela Amistad is 75 at a 1/15 - 1/24 teacher/pupil ratio. However, the ratio on February 15, 1971 at the time classes were closed to new students was averaged at 1/19 - 1/27. Attendance remained constant until March 15, 1971 at which time new students were admitted to the afternoon classes only. The slight drop in enrollment occured because of illness and the opening of canneries.

The average daily attendance has been 125. The additional fifty students, over capacity, have been crowded into ESL and Home Development classes. A teacher's aide, with training in ESL and linguistics, was hired for the beginning and intermediate ESL classes. She takes many of the intermediate ESL

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students and works with them for the first hour, then takes half of the beginning ESL students and works with them for the second hour. This has greatly relieved two of the ESL teachers. An extra aide was also hired for the Home Development Skills Program and two volunteer aides are assisting the advanced ESL teacher.

Current student enrollment by age, sex, race, and ethnic group is the following:

Age		Sex		Ethnic Group	
18 - 24	30	Males	33	Mexican-American	133
25 - 34	47	Females	125	Central-American	6
35 - 44	45			South-American	7
45 - 54	23			Negro	8
55 - 64	7			Other	4
65 -	6				
Total	158				

Activities and Services Provided

English as a Second Language

Several new ideas have been implemented to arouse and maintain student interest. A radio was used in the beginning ESL class. Students listened to a news broadcast followed by a discussion of its contents in English.

The San Jose Newspaper has been used in the advanced ESL class. (Newspapers have been used before but they were geared for the third grade reading level i.e.,"News For You") Many stimulating and vigorous discussions about current events have resulted.

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An introduction to plants in the intermediate ESL class inspired several students to bring plants of various types to share and exchange with others. The plant exchange led to a good discussion of plant life with everyone participating. It also shows the concern and interest that the students have for each other.

A book of short stories and proverbs was used in the beginning ESL class and proved to be a valuable asset to class discussion and participation.

The advanced ESL class, after a discussion on health, decided they were not getting enough exercise. Most of the class began exercising in their classroom during the coffee break. Two students in the class encouraged the others to go, as a class, to Kelly Park (A recreational center) for volleyball. They all had a good time. One never knows where class discussions will lead.

One of the most exciting additions to the ESL program has been the use of dramatics. Intermediate and advanced students are learning how to participate in a group, to experiment with new grammatical forms and structures, to effectively express themselves through gestures, to create situations to be acted out, to act with a script, and to write scripts. It has been a very successful part of the ESL program because the students get very excited with their roles and many feelings and attitudes have been expressed through role play. One role-play situation was a meeting at which reporters and the general public question a candidate for the office of mayor of San Jose. Everyone participated vigorously. This situation developed into a full-scale discussion of school conditions, farm-labor wages, UFWOC and Cesar Chavez, the rights and duties of Welfare mothers, etc. Students aired their views strongly but within the framework of the "town-meeting" situation. It is hoped that this experience will encourage the students to feel more free about participating in PTA and other civic meetings.

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Four of the students in this class volunteered to perform before an audience of teachers in a "Methods and Materials of Adult Education" course. They thoroughly delighted their audience. The teacher feels that this kind of experience helps build self-confidence and ability to perform before a group.

Seven other students went to a Senate meeting (a monthly meeting of the Director, Principals, Department Heads, and Coordinators of Adult Education and community advisors) and acted out three skits. The demonstration was again a complete success; the audience all agreed that learning can take place in a relaxed, fun atmosphere as well as in a formal more traditional type.

The staff feels that there are two main problems at Escuela Amistad:

1. Because the school is overcrowded and three classes have necessarily been situated in the salon the noise level is often disturbing.
2. The teacher/pupil ratio has been too high for the type of student we have enrolled and for their present level of education.

Home Development Skills Program

This department has continued to be the most spectacular because of all the beautifuly handmade items on display and because of all its bustling activity. More students are now participating in the Home Development program in addition to their English classes. This department was the first to be closed to new students (with over 50 women registered).

Each student must do two projects before starting to sew. The first project is to make a tote bag from upholstery webbing. Four strips are decorated in various colored wools using a variety of embroidery stitches. This project is used as a means of getting acquainted with the student, observing her ability to follow instructions, seeing how well she can manipulate her fingers, observe her natural talent for color and design, and at the same time give her an

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opportunity to visit and get acquainted with the other students in class. The second project is the construction of a zippered tote bag. In this case the student must learn to read a ruler, be able to draw a straight line, measure and make the paper pattern for her bag, and install a zipper in two ways. The project also allows the student to become familiar with threading and using the sewing machine.

Without exception, each student has a reason for feeling a lack within that has made it difficult for her to feel or believe she has self worth. Mrs. Grewohl, feels the individual is the most important part of her teaching; her main concern is that each student have as many successful experiences as possible. Therefore, her classes are based on individual needs of the moment rather than on a pre-determined structured class outline.

Luncheons are still being prepared each Friday but the guest list has been limited to ten people only. Escuela Amistad has become so popular that many more people were coming to visit on Fridays than the students could handle. The luncheons have continued to be a highlight at the school, enjoyed by students and staff.

Each Wednesday a group of twelve Mexican-American women from an English class in Alviso come to the Home Development Department to learn crafts from Mrs. Carmen Carranza, a teacher's aide. They have benefited greatly from the many things they have learned at Escuela Amistad, and are very excited to be a part of the school if only for three hours weekly.

Pre-School Observation Program

There are 57 children presently registered in the Pre-School Department. The daily average in the morning is 20, while the afternoon shows a slight drop to 16.

The program has in the last three months acquired more materials and aides which has enhanced the pre-school program. One ESL aide and an ESL student

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have been teaching Spanish songs with a beautiful Mexican puppet. The children have responded very positively to this experience. Some of the new materials have included a mirror for dress ups, flannel boards, puzzle books and a live rabbit. These materials have been used in various lessons on the body and health, colors, animals, numbers, etc.

Teacher parent conferences with "pre-school" parents were initiated in January. The teachers feel that the mothers have been very interested in what the teacher had to say. Although some of the mothers are shy it is felt that the conferences have been beneficial both for the parent and teacher.

The smallest of the children's rooms has been set aside as a nursery, and children under 2½ years with older siblings in the pre-school program are allowed to come to school. An experienced teacher's aide has been assigned to the infants so that more organized activities can be implemented for the older more mature children. This has been a great relief to the pre-school teachers who previously have had to baby sit the younger children while trying to teach the older ones.

The teacher's daily records give an account of how the pre-school program functions.

January 5, 1971

A.M. Rosa, Rebecca, Mayo, Luis, Jesus, Marilyn--free play till 10:00-went out with everyone except Marilyn-about 20 minutes. Found Marilyn loves to hammer. We had a long clay period. Did crayon tracing with leaves with Mayo--Luis tried a little--2films-Snow White and Ping, good for Mayo. Luis and Rebecca (a little while) the others went off to play in house while we finished. P.M. Long quiet afternoon. Marc, Jessie, Ardelia, and Rosa and Rebecca until 2:00. Showed filmstrips on zoo animals caught in jungle-Marc, Rebecca and Jesus watched most of it - Marc especially enjoyed. We read Pulgada a Pulgada (inch by inch) Story of worm that measures. We talked about Pulgada and inches.

January 6, 1971

A.M. Fingerpainted for entire first hour. Martha (new) very responsive. Mayo reluctant to paint as in past, then really enjoyed it. Kay E. and Marc and Jessie arrived at 10:00. Puzzle and freeplay, then outside 10:30 to 11:00. Poured juice at 11:00--Luis, Marc, Mayo, and Martha

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responding to finger plays. Sang 10 Little Indians in English and Spanish while they ate- amused smiles. Read "Two Trains" but couldn't finish. Most of them looked at own books for a while. Tried Sesame Street but not enough interested.
P.M. Outside at first-then fingerpainted on fish, then freeplay. Juice at 2:30--Health pictures good for a little discussion. Carmen and Martha really playing together. Mrs. B. out with them--I inside with Celia-playing lotto-really helps their English.

January 7, 1971

A.M. We read Pulgada a Pulgada again-really jelled this time and I got good discussions about how we use a ruler. They counted inches. Had good discussion reviewing colors and parts of body. They wanted to try fishes with fingerpainting again. We marched and they played London Bridges--Adreanna knows the words and can count to 20! We had good listeners this morning. Everyone except Mayo was cooking different types of dishes for me to eat- skipped Sesame Street because the conversation was going so well. Mayo finally participated. We talked about the things they eat and the things they like to buy when they're out.
P.M. Only 3 older, Orelia for an hour-left with Marc, Celia and Adreanna. Cut and paste and added crayon to finished product. We fingerpainted and played with the blocks and got some good block building and finally some cooperation between Marc and Celia. He didn't want her to destroy his building at first, so I unpacked the other blocks and they played very well.

January 12, 1971

A.M. We planted a seed, talked about what happens to a seed and how it grows. Recorded Mayo and Martin again. Had conference with Mayo's mother. She took two cards for application for library. Told her about his attention span improving. Mentioned that he often talks so quickly he runs his words together-recommended she remind him to slow down sometimes. She realized that he didn't know his colors yet. She seemed to enjoy listening to the recording-taped our conversation as we read a book. Got started with silhouettes, on butcher paper-did more in p.m.
P.M. Worked on toothbrushes. We practiced brushing. Took 2 at a time after juice and we brushed teeth-worked very well and they were patient waiting for turns. They were very proud of their brushes. Mr. Bettancourt is going to build us a rack for bathroom corner. Got 4 new ones! Talked over coffee with Mrs. Escobedo--it helped her to relax and made it easier to talk. Not sure I'll like having the tape recorder on during following conferences-could tense things up.

January 14, 1971

A.M. "Washington D.C. Day" - We had reviewing 8 colors with flannel board and felt ducks. Discussed "big and little." Concentrated on red, yellow, and blue and pasted triangles, boxes and circles on larger T-b and C. Had good response with colors-Mayo beginning to remember. Celia knows red immediately! Didn't have time to tape, and conference today--too much activity.
P.M. Took out easels and fingerpaints everyone involved in painting with me for about 40-50 minutes at which time a group from the Model Cities Program came in to visit. They stayed short while and observed. We had short discussion on picture of 3 children playing. Tried to get them to use complete sentences.

Driver's Education

A class in Driver's Education began in March. The students meet twice weekly to learn traffic laws, regulations, and identification and meaning of traffic signs, in preparation for their driving permits and licenses. The teacher uses Motor Vehicle Code books printed in both Spanish and English. There has been an average of eight students per session. Two students from this class have already received their permits.

Citizenship

Citizenship classes started meeting twice weekly in February. An ESL teacher took on the responsibility for this class. Applications, text books and other materials were provided for a class of twenty students. The class has dropped to an average of four students because most could not speak or write English well enough to pursue all the materials that need to be learned. The students who dropped expressed the desire to try again next year.

Upholstery

A student with experience in upholstery began teaching three upholstery classes a week. Two classes meet during the day, the third at night, all classes meet for three hours. Twenty-nine students are now enrolled and others are on a waiting list. The students bring the furniture they wish to recover and their own tools and material. When the students finish their projects they will be replaced by students now on the waiting list.

Student Advisory Committee

There have been six meetings of the student advisory committee. The group consisted of two delegates from each of the ESL and Home Development classes. One staff member presides as the moderator.

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Three areas have been covered in the meetings: problems, suggestions, and projects. The problems discussed ranged from the role that the committee should have in the life of the school to internal class problems. The latter were left up to the individual classes to solve. Problems involving relations between classes were taken up as a matter of concern for the committee.

The committee discussed various suggestions from the most practical and mundane suggestions for new doors, cutrains, etc. to suggestions for improvement of courses and providing new courses. Extensive use of tape recorders and reading courses specifically were mentioned.

A project now being handled by the committee is the "Flea Market" which has taken up two or three meetings. Hopefully after the "Flea Market", we will be able to decide and plan on a social gathering funded by the proceeds from sales.

The moderator has been very impressed by the representatives' desire to be efficient representatives of their respective classes. The committee has had divided votes on occasion because the delegates felt they had to vote with their constituents even though they were in the minority, and they consulted their classes over and over again.

Evening classes

Two evening English as a Second Language classes are held each week. Conversation, pattern practice drills, basic reading, writing and spelling are subjects covered. For the most part, the class consists of non-English speaking students. A credentialed teacher and a teaching assistant conduct the class. The assistant is bi-lingual and helps clarify difficult areas in the students' own language.

There are 18 students registered, the class averages 13 students a night. Four of these students are also enrolled in the day classes at Escuela Amistad.

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One of the former day students started working and is now attending this night class.

Special Services

Good student/staff rapport has continued to be a valuable asset to the program. Each week a greater number of students are seeking advice on personal problems. The staff members involved willingly do anything they can. Some examples follow:

A. One staff member went to court with a student.

B. One other was prepared for his day in court.

C. Staff members have been looking for special boarding arrangements for two students (both with specific handicaps).

D. Two have been admitted to city college pending proper immigration papers.

E. One has been sent to a vocational school in addition to his English studies.

F. Several have received help in filling out income tax forms.

G. One was advised on a matter concerning drugs.

H. Several students have been taken to clinics for medical care.

Miscellaneous Activities

1. Field trips have been taken to the Langendorf Bakery, the San Jose Library, a recreational facility, and to an upholstery shop.

2. Staff meetings are bi-weekly and have been a valuable means of communication between departments. ESL teachers also attend the monthly in-service training meetings led by Mrs. Esther Stone, Department Head for the ESL and Basic Education classes for the Metropolitan Adult Education Program.

3. The school library has collected some new material of interest to the students, especially popular are the booklets on health and child care.

4. The tile mosaic of Spanish-Mexican-American culture has been completed and will be mounted in the entry.

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5. The first issue of the school newspaper was published in March . It is a bi-weekly account of school activities and student accomplishments. Both students and staff contribute to its contents.

6. Speakers have been invited to address the students on various subjects. All lectures are translated into Spanish.

    a. Bell Telephone Company -- proper use of the phone and general information on how to place calls.

    b. Representatives from the police department -- to see the children and answer general questions from adults.

    c. Partial owners of a new savings and loan company run by and for the Mexican-American -- introduced their bank and answered questions about banking.

    d. Director of Department of Weights and Measures and Consumer Affairs -- discussed the most common problems faced by consumers today.

    e. Dr. Ernesto Galarza, author of Barrio Boy, Merchants of Labor and others -- came to discuss the contents of his books and other issues concerning the Mexican-American. Seventy copies of one of his Spanish mini-books were purchased by Escuela Amistad and given to the students. Following the lecture many students asked if they could purchase Dr. Galarza's newest book Barrio Boy.

    f. A representative from the UFWOC -- discussed issues relevant to the lettuce boycott. Told about his life as a lettuce picker and how he got involved in the boycott.

Future Plans

Having a "Flea Market" was decided upon and is being planned by the Student Advisory Committee. The Flea Market will be held on Friday and Saturday in April, on the school parking lot and in the salon of the school. The students will bring articles to sell. Publicity for it will be by word of mouth so relatives and friends will come to buy. Each student will handle the money in his/her business transactions. The members of the committee voted to donate 25% of the proceeds to a student fund. Speakers from the Expanded Nutritional Education Program, "Sesame Street," the Dental Association, and Fire Department are scheduled for the coming months.

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EVALUATION

Introduction

The administrative staff has selected eight goals for the Activity Center:

1. Help Mexican-American residents develop an interest in education and training.
2. Help them choose learning activities which will provide a variety of experiences of practical use to the individual and his family.
3. Help them to venture forth to the Learning Center as one step on the way to self-confidence and a feeling of acceptance by others.
4. Help them view the total community as a reservoir of individual opportunities including personal, economic, and social.
5. Help them to overcome feelings of inadequacy and isolation.
6. Help them to become interested in their children's school, as well as the educational opportunities available to them.
7. Help them to overcome the inertia of fear and "overdependence."
8. Help them to discover specific talents and individual attributes with which to obtain employment or to seek further training.

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Design: The following evaluative devices have been employed to measure the achievement of the above objectives.

1. Enrollment and attendance records are used as a measure of interest in education.
2. Home improvement is measured by the number of students who have acquired skills which are of practical use to the individual and his family.
3. Community involvement is measured by the number of students who have participated in a community activity or taken advantage of a community service.
4. Overcoming feelings of inadequacy, isolation, fear and overdependence is measured by the California Personality Inventory & qualitative observations.
5. Interest in children's education is measured by the number of students who have voluntarily visited their children's school.
6. Improvement in English communication and arithmetical abilities is measured by the following: "Tests of Adult Basic Education," and tests from Basic Essentials of Mathmetics Part I.
7. Progress toward possible employment is measured by the number of students who have developed positive feelings about themselves, which have helped to encourage them to seek employment. Data is collected from teacher reports.
8. An indication of attitudinal changes and experiences due to the influence of the Activity Center is recorded by anecedotal records.
9. Home Development skills and English communication development is determined by monthly teacher evaluations.
10. Improvement in English communication skills in the beginning English as a Second Language class is determined by monthly tape recordings of individual students.

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Method

Subjects: Eighty-four percent of the participating students are of Mexican descent, the remaining sixteen percent are Central Americans, South Americans, Negro, and of other ethnic background. The educational background varies from 0 to 8th grade; the average student has completed three years of education. Their occupational experience has been in unskilled or semi-skilled positions with an annual income of under $3,000. There are thirty-three males and a hundred and twenty-five females whose ages range from eighteen to seventy-three. Seventy-seven percent of the students are between the ages of eighteen and forty-four. Sixty-eight percent of the students have never attended adult education classes previously.

Materials: The test of Adult Education (TABE), Level E and M Form 1 and 2 published by the California Test Bureau, a division of McGraw-Hill Book Company, Monterey, California, 1967, was administered to measure reading and arithmetic skills.

Arithmetic tests were also administered from Shea, James T.; Basic Essentials of Mathmetics Part I., Austin Texas: Steck-Vaughn Co., 1965

Anecdotal Record Forms, teacher evaluation forms for Home Development Skills, and English as a Second Language were used for monthly reporting. See Appendix "A" for samples of anecdotal record and teacher evaluation forms.

Tape recordings were used for pre and post evaluations of English communication improvement.

Student Self-Evaluation Sheets were designed to determine student self-evaluation of progress since coming to Escuela Amistad.

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Procedures: The counselor and evaluator administered Level E Form 1 or 2 (depending on which form he had previously taken) to 26 intermediate ESL students and Level M Form 1 to 13 advanced ESL students during the last three months. The written instructions provided by the publishers in the Examiner's Manual were followed.

Due to the fact that the TABE is designed to measure the abilities of adults in Basic Education, it is felt that the student of English as a Second Language should have extended time limits to compensate for his lack of familiarity with the English Language. The time limits for each section were increased by 50%.

Reading vocabulary and reading comprehension for Level E were administered within one morning class session. Reading vocabulary and comprehension for Level M were also administered within one morning class session on the first day of testing, Mechanics of English and Spelling were administered within one morning class session on the second day of testing. The arithmetic skills section of the two levels of the TABE test were given only to those students also enrolled in the afternoon arithmetic class.

Anecdotal Record Forms were given to teachers, English as a Second Language teacher-aides, the Counselor, and Program Director with instructions to record incidents as reported by students that were directly influenced by the students' experience at Escuela Amistad.

Teacher Evaluation Forms for ESL and Home Development Skills were distributed to teachers with instructions to record:

1. Student achievement.
2. Student accomplishments, i.e. visit to children's school, attend a cultural activity.
3. Reasons for absenteeism and/or drop-out.
4. General remarks.

Teacher evaluations are handed in each month, compared and used in individual counseling sessions when necessary.

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Tape recordings were made of students in the beginning ESL class on February 2, 1971, and March 18, 1971, in order to determine progress in English communications. Specific questions asked by the Counselor and Evaluator in two private areas were designed to encourage the student to speak as freely as possible, i.e., "Is this the first time you have been in adult classes?", "Do you have children in our school?", "What do you like most about Escuela Amistad?" Pre and post tape recordings were then compared by the Counselor and Evaluator.

Student Self-Evaluation Sheets were distributed to all ESL classes in March. Teachers read and discussed each question before the students indicated their response. It took up to one and one-half hours to complete the evaluation.

Results

There was an expected increase in monthly enrollment between September and October which was maintained in November. The enrollment decrease in December follows the normal patterns of enrollment for adult education classes during the pre-holiday season. Enrollment in January started out slowly; by the middle of the month the students had returned from their Christmas Holiday and enrollment began to climb. The peak enrollment in February was maintained in March. Classes had to be closed to further enrollment in February, due to the regular attendance of those presently enrolled, see Figure 1.

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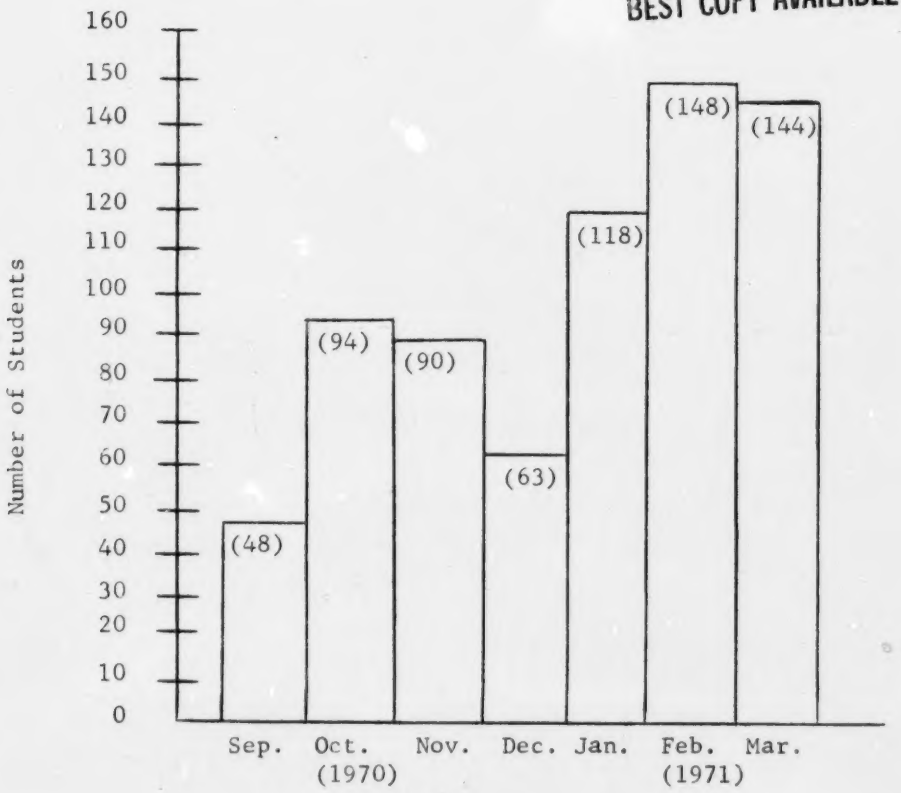

Figure 1. Monthly enrollment gains and declines.

Students have spent a total of 25,070 hours at Escuela Amistad. For purposes of evaluation these hours have been broken down into departmental attendance records.

Average student attendance figures were computed by the month for: those students enrolled in ESL classes only, Figure 2; those students enrolled in Home Development Skills only, Figure 3; and for those students enrolled in two or more classes, ESL and one or more of the following; Home Development Skills, Citizenship, Driver's Education, or Upholstery, Figure 4. Average attendance hours for each of the three groups were then totaled and compared to determine whether there were significant differences of interest (as measured by attendance), between those students who study a straight English Program or Home Development Skills Program and those who study two or more subjects.

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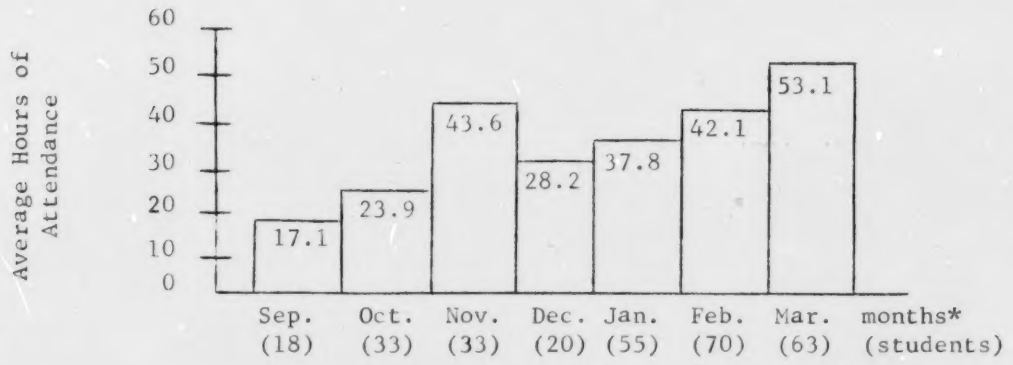

Figure 2. Average hours of attendance for students enrolled in ESL classes.

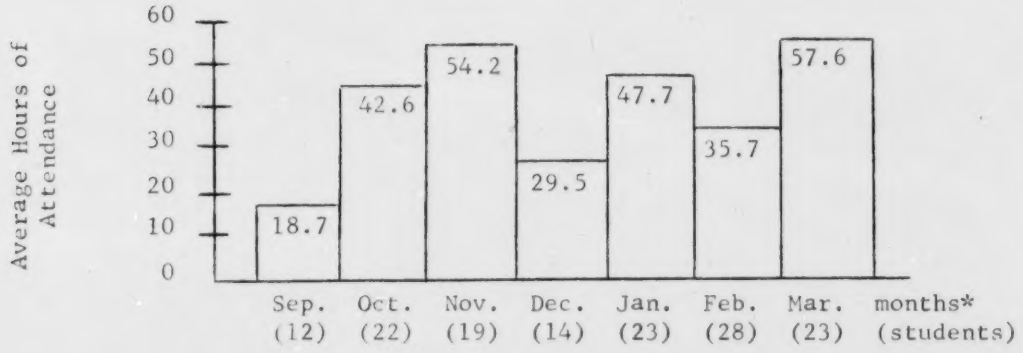

Figure 3. Average hours of attendance for students enrolled in the Home Development Skills department.

* Monthly averages are based on 8 days in September, 22 days in October, 18 days in November, 9 days in December, 20 days in January, 18 days in February, and 23 days in March.

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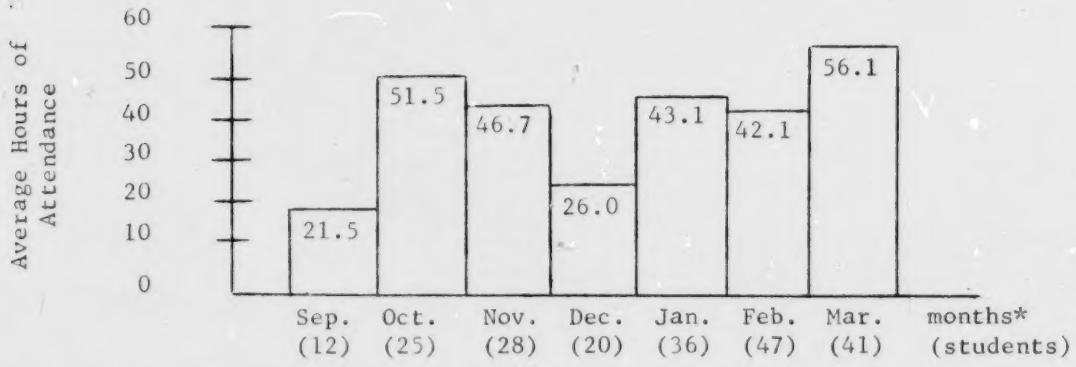

Figure 4. Average hours of attendance for those students enrolled in two or more classes.

During the period between September 21, 1970, and March 26, 1971, the students in English classes only, attended Escuela Amistad 16% fewer hours than those students enrolled in the Home Development Skills program or a "variety" program.

Results indicated that those students enrolled in a "variety" program had the highest attendance, although students attending the Home Development program attended only 3% fewer hours than students in the "variety" program.

Many students have acquired skills and abilities which are of practical use to themselves and their families. Results show that many different kinds of activities have been learned since coming to Escuela Amistad, see Table II. Results are based on teacher evaluations.

Many students have, since coming to Escuela Amistad, become involved in the community by participating in community activities or taking advantage of community services, see Table III.

* Monthly averages are based on 8 days in September, 22 days in October, 18 days in November, 9 days in December, 20 days in January, 18 days in February, and 23 days in March.

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TABLE II

Acquired Skills and Abilities

	No. of Students*
Basic & Advanced Sewing Skills	54
Principles of Nutrition	18
Principles of Wise Consumer Buying	16
Completed Handcrafts	54
Ability to Help Children With Homework	7
Motivation and Confidence to Seek Employment	19
Obtained Driver's Permit	10
Ability to Write Checks	7
Learned to Fill Out Health Forms	17
Learned Basic Principles of Upholstery	29
Read for Pleasure on a Regular Basis	33

* The same student may be represented in more than one category.

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TABLE III

Students participating in
community activities or services

	No. of Students*
Obtained Library Permit	45
Obtained Social Security Number	5
Had Chest X-Rays Taken at City Health Dept.	17
Attended a Graduation or Other Cultural Event	60
Encouraged Neighbor to Attend Adult Education Classes	32
Visited Child's School	22
Began Reading the Newspaper	34
Learned to Use Local Transportation System	1
Registered to Vote or Enrolled in Citizenship Classes	21
Had Interview at State Employment Service	4
Enrolled in an on-going Adult Education Course for Additional Education or for Vocational Training	11
Joined a Civic Group	24
Opened a Bank or Savings Account	3
Demonstrated the Use of Dramatics in ESL Teaching	6

* The same student may be represented in more than one category.

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Upon completion of the TABE the counselor and evaluator scored the number of correct responses and computed them into grade placements. The pre and post tests were then compared for significant gains in English communications and arithmetical skills, see Table IV. As the TABE test was given at different times to small groups of individuals the minimum significant improvement levels vary for each student. Minimum expected levels of improvement can be found on the left hand column of Table IV.

TABLE IV

Gains and Declines in Grade Placement*

Student	Minimum Expected Improvement	Reading Vocabulary Improvement	Reading Comprehension Improvement	Arithmetic Reasoning Improvement	Arithmetic Fundamentals Improvement
A	.32	3.7	2.7		
B	.15	.0	.9	.7	.5
C	.25	1.5	2.0	1.2	1.0
D	.42	.7	.5		
E	.15	.5	1.2		
F	.25	.1	2.0	.4	.6
G	.25	1.2	1.0	2.1	0
H	.25	.6	.4	.2	.9
I	.25	1.1	1.8	1.8	1.1
J	.27	.7	0		
K	.19	-.3	-.2		
L	.19	.2	.2		
M	.19	-.2	-.1		
N	.19	1.0	.4		
O	.19	.1	0		
P	.19	0	-.6		

* Numbers represent months in a school year; 1-one school year, .4 - four school months.

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As the TABE test is given every three months to each student, most of the new students have not taken the post test and comparative scores are not available. Eighty-eight percent of those students with pre and post scores available show a minimun or above increase in grade placement in all (or all but one) language or arithmetic skills.

In addition to the TABE testing program, teacher evaluations of acquired English skills have been collected monthly, see Table V, VI, and VII. Evaluations are based on English Communication: Level Breakdown, and other objectives designed to fit the teacher's specific program. See appendix A for samples of English Communication: Level Breakdown.

TABLE V

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Monthly Evaluation of

Acquired English Skills

Intermediate Level

	No. of St.*
Use of Vowel Sounds	
A	18
E	13
I	7
Spell, understand 10 words	13
Spell, understand use 30 words	13
Vowel Sounds with blend combinations	
Final Consonants MP	11
Final Consonants FT	11
Final Consonants CT	11
Final Consonants LF, LM, LT, LP	11
Adding "ing"	11
Final Consonants ND, NT, PT, SK, ST	11
Endings "ed", "ing"	11
Final Consonants Ash, Ush	8
Sound of Final "S"	11
Past - "To Be"	9
"There is" and "There are"	7

	No. of St.*
Reading Comprehension - Understand & Use	
Statement, Question	12
Negative Form	13
Plural Form	12
Demonstratives	11
Pres. Tense of To Be	11
Pres Tense of To Be Neg.	10
Pres. Tense of To Be in Questions	7
Indefinite, Definite Articles	13
Numbers; Days of Week	13
Months	13
Pres. Tense Continuous	13
Seasons	13
Opposites	13
Colors	12
Time	12
Simple Pres Tense	14
Prepositions	9
Plants (roots, stem, branches)	9

* Each number represents an ESL student who has acquired the given skill since coming to Escuela Amistad.

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TABLE VI

Monthly Evaluation of
Acquired English Skills

Advanced Level A.M.

	No. of Students*
Syllabication	8
Compound Words	1
Use of Dictionary	7
Sentence Develop. (Basic Sentence) Complete Sentence	3
Homonyms and Synonyms	1
Pronoun Usage, Subjective	7
Capitalization	11
Composition Complete Sentence	2
Understand & Use 30 New Words Weekly	11

* Each number represents an ESL student who has acquired the given skill since coming to Escuela Amistad.

TABLE VII

Monthly Evaluation of
Acquired English Skills
Advanced Level P.M.

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	No. of St. *
Recognize, Pronounce, Write Letters of Alphabet	1
Pron. & Use of Consonants	3
Short Vowels	6
Long Vowels	2
Controlled Conversation	
76% - 64%	1
64% - 52%	4
Free Conversation	
24% - 36%	1
36% - 48%	3
Writing, Spelling	
Spell, Understand 10 Words	4
Spell, Understand 30 Words	4
Spell, Understand 70 Words	1
Vocabulary	
Homonyms	3
Synonyms	1
Grammar	
Past Tense of BE	1
Questions & Negatives with BE	1

	No. of St. *
Composition - Controlled (Sentence Structure)	1
Punctuation - End Marks	4
Reading Comprehension	
1.1 - 1.2	6
1.2 - 1.3	6
1.3 - 1.4	6
1.4 - 1.5	6
1.5 - 1.6	2
1.6 - 1.7	1
1.7 - 1.8	1
1.8 - 1.9	1
1.9 - 2.0	1
2.0 - 2.1	5
2.1 - 2.2	5
5.0 - 5.1	2
Dramatics	
Willingness to participate in Group	11
Experimentation with new Grammatical forms & Struct.	8
Effective Expression Through Gesture	8
Creating Situations To Be Acted	4
Acting With Scripts	11
Participation in Script Writing	1

*Each number represents an ESL student who has acquired the given skill since coming to Escuela Amistad.

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In addition to the TABE, a teacher evaluation of arithmetic improvement indicates the acquired skills of many of the arithmetic students, see Table VIII. The students are given a test from Basic Essentials in Math (Shea, James T. Austin, Texas: Steck-Vaughn Co., 1965.); upon satisfactory completion of the test the students move to the next level of study. Results are recorded from January 4, - March 26, 1971.

TABLE VIII

Acquired Arithmetical Skills

	No. of Students*
Reading & Writing of Numbers	1
Addition	2
Money Usage	1
Subtraction	2
Division, Short	2
Fractions Addition	2
Subtraction	3
Multiplication	3
Division	1

* Each number represents an ESL student who has acquired the given skill since coming to Escuela Amistad.

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Pre and post tape recordings of beginning ESL students were compared and evaluated by the counselor and evaluator using a rating scale of 1 - 4. The following criteria was used.

1. Could not understand question.
2. Understands the question but could not reply in English.
3. Understands the question and answers in English using simple words.
4. Understands the question and answers in English sentences.

See Table IX for pre and post ratings, and level improvements.

TABLE IX

Improvements in English Communication

Student	February	March	Improvement
A	3	3	0
B	3	4	1
C	2.5	2.5	0
D	1	1.5	.5
E	2.5	2.5	0
F	1	1	0
G	1	1	0
H	2	3.5	1.5
I	1	1	0
J	3	3.5	.5

Tape recordings are made once each month. Many students do not have post test scores available at this time. Results do not show a significant (50% of all students), increase in English Conversation over a one-month period. The Counselor and Evaluator feel a three-month period between testings will show significant improvement of at least one level in this area.

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Various skills have been learned by the students in the Home Development Skills Program. In addition to supplementary income, most of the sewing students have made at least one dress, skirt, or coat for themselves and/or their children. All profits from sales are given to them. Many students have invested their profits by purchasing additional materials, thus learning some principles of business economics.

The following is a teacher evaluation of student accomplishments in the Home Development Skills Program. It can be seen that many of the acquired skills have been used to better the life of the student and her family.

Genevieve finished projects 1 and 2 (a tote bag from upholstery webbing, a zippered tote bag), plus a 2 piece cotton suit, a pants outfit (the construction of the slacks required considerable pattern adjustment) peacocks, flowers, and a wall plaque she's working on now. (Plus crocheting.)

Angelina finished projects 1 and 2 plus a dress completed and a dress she's working on now. She also learned to crochet and taught her daughter to crochet.

Eddie Mae has been absent for a month. She has done all the projects we've ever had in class. At present, she's limited because of an injured hand.

Gertha finished all the projects plus numerous dress and pant outfits. Latest sewing project was a 5 piece outfit of wash-and-wear cotton. She's doing a dress for someone outside at present.

Tillie has made all the projects. She's made a dress for herself, and a dress for her daughter. Both were done with great care and precision.

Connie has had too many personal problems. She has made her first project, and is crocheting now.

Barbara's attendance has dropped a little because she moved. The move was not a good one. She does good work, and she feels that she could assume some type of employment now. This is a real step ahead.

Elnora is one of the more knowledgeable sewing students. She comes on strong, too strong for some, but she is also a very sensitive person and doesn't know she hurts others. She has done all the projects, and can function pretty well on her own. I really am a security blanket, but she could do a great deal on her own.

Petra is involved in the rest of the school at present. She did the two projects.

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Lupe comes with her friend Esperanza. She did her 2 projects, a simple sheath dress, and is starting on a suit. She is one of two students that will not sew on their garments until they have paid me completely. She works shyly with her English, but is very good natured about my asking her to speak or practice her English.

Martina did her first bag, some foil paper work, flowers, an apron made on the machine and she is now working with a flower loom. She has difficulty with finger dexterity. She really needs individual help all the time.

Celina has spent her time on her first project and on crocheting. She's very friendly and another one who tries to practice her English.

Elisa made her first project, a quilt cover, a belt and is learning to crochet.

Rose has made all the projects, plus several dresses. She never stops working and is always trying something new. She never quits or leaves a project. She did venture into men's ties and I think felt her first frustration of a business world that admires your work, seldom buys or is willing to pay your price. What do you do with your investment and your good idea?

Mary is too young by comparison of the other students. She becomes sulky when pressed for excellence in her work. She would rather do a sloppy job and get finished, but the fault for the sloppy job would not be hers, it would be the teacher's for not helping her. Very interesting case. She made her two projects and fixed curtains on her own rather than ask me about the next project.

Socorro has spent her time on the first project, and several crocheting projects. She wanted to learn new patterns.

Belem is ready to start her second project. Crocheting came in between.

Teresa has done her two projects plus a little crocheting, some crafts, and two dresses. She needed to learn pattern adjustments. She's in Mexico temporarily.

Sylvia has done several crocheting projects plus her first project. She's now working on project number 2 before starting a dress.

Elisa has done all the projects. She's very good with her hands. She does beautiful bags for sale, plus smocks, ponchos, dresses, etc., that she makes for others.

Trini has made all the projects. She too makes ponchos and other crocheting projects for sale. She also teaches others to crochet. Her skill is native and she copies beautifully. She cannot read directions.

Natalia is very skilled with her hands. She's made the class projects but she concentrates on upholstery. She shares her skills with others.

Felipa has made the class projects plus a dress.

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Rosamaria has made the class projects and is finishing her zippered bag in preparation for her garment.

Esperanza has done all her projects very well. She shares her skills and talents with others in class. She's in her second garment and has taken time out to make ties for her 2 sons.

Beatrice's skill is poorer than the average because she doesn't have good finger dexterity. She's making her dress for a specific reason. It's long and white, to wear to her church.

Petra works well and carefully. She's made all her projects, is on her second dress. She does a lot of crocheting.

Eva does very good work--she's starting her first dress.

Pauline has done all her projects. She's on her first dress. She's very helpful--shares her skills.

Susie hurried through her beginning projects so she could concentrate on sewing. She has sewn before, however she needed finishing and construction skill improvements. Her first project was a cheerleader dress for her daughter.

Emilia is working on her zippered-project. She enjoyed crafts and is learning to crochet.

Mary Lou was so thrilled to learn to crochet that she made five or six crocheting projects for her family to wear.

Virginia must take her time with every project. She's on her zippered bag now.

Rita is crocheting, making extra special design on her tote bag.

Stephanie wants to spend what time she has left to attend school in learning crafts and crocheting.

Guadalupe is starting her zippered-project.

Esperanza is ready to start her first dress.

Rita is starting her zippered-project.

Amanda is on her first project and crocheting.

Esther is ready for her zippered-project.

Celina is ready for her zippered bag next week.

Susie's projects are completed and she's making a dress for her daughter.

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Anecdotal comments have been a useful means of gathering student reactions to Escuela Amistad, and student experiences that have occurred because of Escuela Amistad. The following responses illustrate how the school is affecting the lives of the students.

Students of English as a Second Language

While talking to a student about her schooling in Mexico, she told me that she was planning to go to Teacher's College in Chihuahua, Mexico as her brother had done, but when she graduated from secondary school her father refused to let her go because she would have had to complete a year's public service. This would have probably taken her somewhere away from home, hence her father's prohibition. I think this is a good example of the cultural background of many of our students.

A student brought me a note from her doctor. I thought that she wanted me to translate it. All she did was read it, however. She said that she understood it all and that it was because of our class together that she could do so. Beforehand, she wouldn't have been able to do it.

A student wrote her first letter last weekend---She said it took her forever, but she did it. The letter she wrote was in Spanish. Even so, it is a great accomplishment as she had never learned to write at all. -- She learned to write her alphabet in September.

Intermediate ESL--It all started when we had the word "FERN" -- I brought in some fern the next day and several of the students asked for "starter plants." As a result, several students have brought in plants for the rest of the class. We have learned the names of the plants and discussed the colors of the blossoms along with the parts of plants -- leaves, roots, etc.

A lady who was studying reading and writing in the salon called me (Beginning ESL teacher) and asked confidentially if I thought she would ever be able to learn. She seemed to doubt the possibility. I don't think that my encouragement helped much. I think this is another example of lack of confidence in people who have been oppressed by their life situation. She had absolutely no confidence in herself.

(Beginning ESL teacher) -- We were talking about the border and one of the students asked me to define "gringo" to the class. After doing so we got into a discussion, the first such discussion with good participation, on the meaning of "Chicano", "Gringo", "Mexican-American," and "American." Many participated and responded visibly to people talking about unfortunate experiences here in the United States and in Mexico.

(Advanced ESL teacher) - After using a tape recorder in the class a few times, one of the students decided that it would be an excellent teaching tool in his home. He purchased a tape recorder for $9, one good enough to meet his needs. His 8 yr. old boy has trouble reading so the student took one of the boy's books and taped the first few pages. When the student doesn't have time to read with his boy, the boy can take the recorder and read along with it.

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Students of English as a Second Language

Because of a discussion in class about Adult Education courses being offered throughout Santa Clara County, two daughters of one of the students were interested by her and registered in separate business classes. Because of the same discussion, another student's husband registered for a beginning bookkeeping class.

During a tamale sale that one of the staff members helped organize (to benefit Westside Youth Services), three workers from Escuela Amistad were talking about the school with the other workers. "It's so nice, they have many different classes. And everybody is so friendly. I guess that's why they called it Escuela Amistad."

One of the students and her little daughter came to school in the morning, took the bus home to pick up her other little girl, and came back to school. It's very gratifying to see students like this, eager enough to get up in the morning and get the children ready for different places, come to school and get ready to go home to pick up the other child and come back on the same bus so she can be in school as much as possible.

During a meeting of Title I parents in Berryessa School District, one of the parents related to her friend that 'Escuela Amistad' was better than other schools -- better variety of courses, everyone speaks Spanish and she likes Mrs. Shippam!

We were discussing an article on the use of narcotics. One of our students shared with us his experience with marijuana. He explained how he felt after he smoked a cigarette and how it frightened him so that he never smoked another marijuana cigarette.

One of the students feels that she is now ready for on the job training as a file clerk-typist. Due to the understanding of teacher, and her experience in a social situation she now feels ready to work and to handle a job.

One of the students brought in a calendar for our wall. It has pictures of all the Presidents from Mexico. The students have enjoyed this calendar very much and have enjoyed picking out the ones that were in office while they lived in Mexico.

While reviewing vocabulary words we were talking about the words "blackboard" and "chalkboard" and what they mean. One of the students recognized the word blackboard and was glad to finally learn its meaning. She said that at her job at the cannery they are often told to look at the blackboard. She didn't understand before that she was to look at the board to look for her name on it.

One of the students said on tape that in 1969 she was in two car accidents and has felt achy since. She said that since her attendance here she has felt like a new person.

Five students decided that they weren't getting enough exercise so each day during break they go into a series of exercises. A different student leads the session each day.

One student was concerned about losing her rights as a Mexican if she took out United States citizenship. Another student then asked her "What does it matter?" In a way, that suggested he had left Mexico behind. The one student's concern and the other's lack of concern demonstrate the polar attitudes concerning Mexico, present in Mexican-Americans.

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(Intermediate ESL) - Last week our class held elections for representatives for our Student Council. After holding their first meeting together, one of those students elected asked to speak to the entire class to report to them about the meeting. He explained what they had discussed and how the students could discuss with him and the other representative any problems or suggestions they had pertaining to the school. Both representatives are taking their positions very seriously and I'm sure will do the best that they can in their new role.

One of the students volunteered to use the telephone during a demonstration by the phone company. She has always been very shy and timid. Always stayed in the background when we had student gatherings. Today we had a demonstration on the uses of the phone, (emergency calls - long distance calls, etc.). After the movie and talk the representative asked for volunteers to practice and she volunteered! I thought this was wonderful. To me, it showed that she is coming out of her shell and is feeling that she belongs.

One of the students told me (Intermediate ESL teacher) she went to see the doctor last week and did not need her daughter to interpret for her. She was amazed that the doctor understood her and he even remarked about it. This will keep me going for a week.

Just before a field trip to the San Jose Public Library one of the parents asked permission to take another child (6 years old) on the trip because she had never been there. Interest was high among some of the parents. It is gratifying to know that this parent in particular wanted to include the other child.

Another of the mothers who were aware of the field trip to the San Jose Public Library was very concerned because she thought she had missed it and wanted to make it up. I (nursery teacher) assured her that she could go on the following trip.

(Beginning ESL teacher) One of the students saw my Boycott Lettuce button and mentioned that she had one at home similar to it. She asked if I had been part of the picket line at SAFEWAY that last Saturday. I said no. She said that she had gone and that she was surprised to see that many non-Mexicans were there. I think that she and many other Mexicans are surprised to find non-Mexicans interested in their welfare.

(Beginning ESL teacher) One of the students told me that she is now able to read signs better (UP and DOWN in elevators) as a result of the class. She was very proud of her progress.

One of the Advanced ESL students gets very upset when she can't attend school for one reason or another. She wishes she could stay all day but her boys return home from school at 2:30 and she feels she should be there when they return. She told me the other day with great excitement, that she went to Sears and said to the clerk "I want to exchange this yarn." and the clerk understood her. She couldn't believe it. Someone understood her. Wow! On another day, after reading a few sentences out loud she paused and apologized to the class for her poor English. A student replied, "It is not poor now. A couple of weeks ago, I couldn't understand anything you said and today I understood everything." She was proud. Also, for the first time, the same student has been out looking for a job - something besides cannery work.

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A "semi-controlled conversation" about the relative merits of buying or renting a home developed into a "free conversation" about interest rates and how to protect oneself from unscrupulous businesses. The most important feature of this discussion was the growing awareness of participants of their own rights in credit buying.

One of the advanced students worked with a non-literate student helping her with letter recognition and phonetics. The student has a high school diploma and is bi-lingual. He comes to Escuela Amistad because a stroke has left him partially brain damaged. Most of the work we do is not particularly challenging to him, but in tutoring this slower student he showed great patience and ingenuity.

When asked to demonstrate her reading ability for the director of the school, the student willingly read new material. When this student first came to Escuela Amistad, she could not read or write at all. Her willingness to read for Mrs. Shippam indicated not only her ability to read, but her new confidence in her ability as well.

One of the students in the advanced ESL class wrote an original script for students to act out (including separate copies with parts indicated for each character) completely on his own initiative after a discussion of the merits of written scripts. This took a great deal of time and detail work. The play itself was an attempt to demonstrate the destructive effects of heavy marijuana use. It was written well enough for the other students to act it out successfully.

One student was very proud of herself when she figured out and completed a very difficult lesson by herself.

One student spends her lunch time looking up the meaning of words in the dictionary.

One of the students told an ESL aide of her excitement when she used English to answer a lady who spoke in Spanish to her. (The word was a very simple "yes" to "esperame aqui", wait for me.) but it was her desire to practice English even when she was spoken to in Spanish that was impressive.

A student brought to class several pictures of places she visited in Juarez while on vacation last summer. She shared them with the class and asked that they be posted in the classroom so all could enjoy them.

One of the students made her first trip alone, to the Doctor's office last week. She was very happy that the doctor was able to understand everying she said.

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Students of Home Development Skills

Two of the students who come together are experiencing the influence of other women who do not accept the traditional attitudes of the Mexican man that leaves a woman no voice, no opinion, or desire to be more attractive even though she's married and has children.

One of the students is now able to converse with students better than she used to. She is not quite so shy. Before, she used to say "I want" or "You give me!" The tone of voice indicated she expected to get what she asked for. Her requests now are softened with "May I's" or "Can I" without the 'demand tone' in her voice. It's good for her to have friends who are a good influence on her.

One of the students, who is very quiet, has had some sewing experience. She needed the refinements. Her first sewing project (dress) was a lined cheer leader's dress. This was no little accomplishment.

This student's accomplishments should be confined to her self acceptance. Her ability in class is above average. School is the substitute for belonging. She lives in a Boarding Home and this is not easy; there is too much time to think. Her successful accomplishments in class and the friends she makes is the therapy she needs.

Because one of the students can't read or write in English or Spanish, nor converse in English easily, she is often the victim of salesmen. Her children are more dominant than she is, therefore in a fatherless home, she has trouble doing many things. Her budget is unbelievable and because of this she is in a constant state of worry. Coming to class has been wonderful for her and the entire class is helping in many different ways to bring about her willingness to try things she's never done before.

One of the students has admitted that she is a very nervous person. She didn't believe she could sew, but she learned that she could.

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Students of the Pre-School Observation Program

One of our little girls actually stood near the door and waved goodbye to her mother. Her mother asked if she would be good and stay in the nursery--She said yes! This is the first time that there has been no scene, no tears and she remained happy at their parting. Yesterday, she actually took a nap voluntarily.

It is very interesting to see the development of the children after their exposure to school. Debbie was a very shy, retiring child who would hardly look at anyone except her mother, and at first was practically "dragged" to school. She would fall asleep immediately upon getting on the bus and have no words for anyone. As time has passed she is so much more alive and actually seems to look forward to getting on the bus and coming to school. She climbs on by herself and will now look at others; and even smile, once in a while. On the way home, the other day, she was actually talking. What a change!

Culminating lesson on bugs--ladybugs in particular--the children were constructing a ladybug-- One of the children was able to work independently after she hadn't been able to do so before, and finish without our help. (Syrofoam, gluing and pipe cleaners). Her expression has been completely stoic in the past. She smiled frequently - (satisfaction with her work). She seemed comfortable with us and her surroundings -- One of the few times I feel we've really made contact! (with her)

One of the mothers of our children was concerned because her 3 year old son seldom said anything. This was so, she said, probably because he has no playmates his own age. She reports that since his attendance at Escuela Amistad he's been a much happier child. He's coming out of himself, he's speaking more.

During a conference with one of the parents, after going over library facilities available to her she said she was extremely happy about having come to Escuela Amistad. She apparently didn't realize we had much of a program for her child and was very pleased to see we were interested in him as well as in her.

During a parents meeting, one of the mothers came forward and asked what specific things she could do for her little girl to help her. Also, she related that her doctor had confirmed what we had been telling her about her little girls's vomiting. She does it for attention. I suggested she ignore it and let her vomit, then go about her business as usual. She said she is trying to do this. Also, we suggested she read as often as possible to her girl and take her for walks and point things out to her.

During a meeting with parents, one of the mothers told me that she returned her girl to our school because she was enrolled in another preschool and not learning any more than we teach her. I assumed she was pleased with our program and mentioned that our talks with parents were helpful to her and preferred the convenience of our preschool.

Coming in to school, quietly, as usual, one of our little boy's mother told us that he really likes coming and he tells her that he can understand everything we do -- even in English. He rarely says more than two or three words to us - until then we weren't sure we were getting through.

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One of our little girls showed her mother a police car she made with upper case "P" and lower on it. She named both letters and showed them to mom. This is extremely unusual for a child under 2! She is a little sponge soaking in information when I least suspect it. (Nursery teacher).

After singing and playing with the children, I (Teacher's aide) let each one play the instrument (Glockenspiel) and to my surprise, when I asked Debbie to come over and play it she did! This was the first time she participated with all of us. During our twice-a-week music session. I was really happy to see her play, and she was smiling, too.

The Self-Evaluation sheets completed by ESL students indicated how the students feel about their progress since coming to Escuela Amistad. Forty-eight evaluations were completed, 53 - 90% of the students responded "Slight Improvement" or "Much Improved" on each question except for number 9 and 22, see Table X.

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TABLE X

STUDENT SELF-EVALUATION SHEET

me_____ Level Summary - Percents

ECIAL INSTRUCTIONS: Please mark the appropriate square (or squares) on this sheet and return it to your teacher.

nce coming to Escuela Amistad	No Change	Slight Improvement	Much Improved	Already Knew Before Coming to Escuela Amistad
I can break words into syllables.	23%	46%	25%	4%
I can figure out the meanings of words by the way they are used in sentences (context clues).	10	46	31	4
I can understand what I read.	0	38	44	6
I can use a dictionary to find meanings of words	17	48	42	8
I feel more motivated to learn now.	0	13	71	2
I can read food labels in the grocery store now.	0	23	48	19
. I have made many new friends at the school.	4	20	63	6
. I find it easier to attend social functions now.	8	14	50	10
. I would like help on job training.	31	13	25	6

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TABLE X Continued

Since coming to Escuela Amistad	NO Change	Slight Improvment	Much improved	Already Knew Before Coming to Escuela Amistad
10. I can use a dictionary to help me pronounce a words.	17%	31%	31%	6%
11. I attend classes more regularly than I used to.	13	17	31	10
12. I can read newspapers.	8	44	27	4
13. I can read magazines	10	35	31	6
14. I can read books.	10	35	46	4
15. I feel more confident about my reading.	6	29	48	2
16. I feel more confident about my speaking.	4	25	52	6
17. I can spell better.	8	35	31	0
18. I can use a larger vocabulary when I speak to others.	4	50	27	6
19. I have changed my feelings about reading.	8	14	39	2
20. I have been told by others that I have improved.	8	39	33	4
21. I have purchased newspapers, books, magazines.	14	31	31	4
22. I have visited a library without being assigned to do so.	27	19	23	8
23. I enjoy reading.	4	31	39	8
24. I have improved my listening skills.	4	39	42	8
25. I read for pleasure reguarly.	8	35	33	4

Discussion

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Results show that Escuela Amistad has reached its peak in enrollment and attendance. The school can not handle more than the 144 students presently enrolled because their attendance has been quite steady. The staff members have been striving for more regular attendance and it is felt that the average daily attendance of 125 indicates that a significant number of students have been attending regularly, thus showing an increased interest for the school and education in general.

Many of the students have visited their children's teacher and school, and have participated in community events and services because of the support and encouragement they have received at Escuela Amistad.

It was shown that eighty-eight percent of those tested by the TABE on English communication did show significant improvement in these areas for each 100 hours of regular attendance.

Although only 68% of the students have never attended adult education classes previously, many of the remaining 32% were enrolled for only brief periods of time due to the formality of other educational classes, and the need for transportation and child care.

The staff feels very encouraged by the real concern and interest in education as shown by the students at Escuela Amistad. There is certainly an atmosphere of trust, happiness and enthusiasm apparent as one observes all the bustling activities at Escuela Amistad

Possibly the most effective way to understand what is happening at Escuela Amistad is to read the anecdotal comments and find out just how the students are being affected by their experience at the Center.

Certainly one of the hardest areas to evaluate is the growth of the women in the Home Development Skills Program. Much of their growth is made in adjustments to social situations, increased self-worth, confidence, etc.

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Mrs. Virginia Grewohl wrote a note to the evaluator discussing this problem. As the teacher in this department she can express better than anyone the real progress being made.

> It is very hard to enumerate specifics of growth when related to joining PTA, opening checking accounts, registering to vote etc., but I do feel that there has been growth throughout the class. Steady attendance tells me that there is interest in coming to school. This could be and probably is due to the friends that have been made. Any long absence is usually due to a trip, illness, and if it occurs, notification is made in advance whenever possible, and a request to have their place saved is made.
>
> I have a larger number of Spanish speaking students. It is an effort for them to try and speak English, but they do try, even though they are shy about trying. This to me expresses relaxed and secure feelings on their part in relation to this school. There does not seem to be a reluctance to speak of welfare assistance, even though some do not receive aid. There has been no evidence that I can see where there's a division of those that have and those that do not get assistance.
>
> I have found a great deal of willingness among the students to help each other, not only to share their talents and skills, but to share their burdens also. I think it speaks very well of the women that they can be in close contact five days a week and you have no tensions that divide your class into small and petty factions. As you know, I have a number of women who have problems in the area of nerves, pressures etc., and yet they function beautifully in the class. When a student begins to feel "up-tight", the rest in the class comes to her aid. My class needs a great deal of volunteer help, and this has willingly been given. I know that there are those students who come on strong, but I also know that the others in the class have been able to cope with this.
>
> I am terribly impressed with the amount of giving that takes place with the students. They are very generous to the teachers. Their expression of appreciation far out-weighs what we do by comparison. One thing I can't forget to say is the new stature that the mother has taken in the eyes of her child. This is especially noticeable to me when a girl tells her mother that the cheerleader dress she made her in class is better than all the other girls dresses at school, or the son or daughter is especially proud of the mother's new dress and the appearance that goes with it. You like mother to go to school, and you like to show your friends what she made for you, and you like to have her dressed up and pretty.
>
> All of the afore mentioned things seem to me to be worthy of being considered growth for the individual, but how do you say it? How do you explain what it means to Rose to have a gown to wear to Las Vegas and look good enough to make her proud and her family proud of what she has done. (The trip to Las Vegas is a gift from her nephew who is in show business, and it will be Rose's first trip there. She's quite pleased that she'll look as good if not better than Mama Cass in her new outfit.) Last week Rose said, "Some people ask, 'what would you do if you knew you only had a little time left before you died. What would you do with that time?'" Rose's answer was "I'd just like to be able to continue coming to class." I doubt if that would be your answer or my answer, yet it makes you wonder what Rose has in her life that would make her make that choice. Thank heavens we have a class for Rose and all the other Roses.

APPENDIX A

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Anecdotal Record Forms

Teacher Evaluation Forms

Anecdotal Record Form

Date _____ Student's Name _____

Observer _____

Description of Incident:

Teacher's Comment:

Student Evaluation

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Name

Date

Absenteeism, drop out, why?

Student Accomplishments: (Record by letter)

General Remarks:

Monthly Evaluation of
Acquired English Skills
Intermediate Level

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+ Previously learned

0 Presently learning

C Completed level of study

Vowel Sounds
A
E
I
O
U
Control. Conversat.
76-64%
64-52%
52-40%
Conversat., Free
24-36%
36-48%
48-60%
Writing, Spelling
Spell, understand 10 words
Spell, understand, use 30 words
Spell, understand, use 150 words
Vowel Blends with blend combinations
A
E
I
O
U

Intermediate Level Continued

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Reading Comprehension
(Taken from Boggs, Ralph S., Dixon, Robert J. English Sept by Step with Pictures. New York Simon and Schuster Inc, 1956.)

(1)Statement, Questions

(2)Negative Form

(3)Plural Form

(4)Demonstratives

(5)Pres Tense of To Be

(6)Pres Tense of To Be Negative

(7)Pres Tense of To Be in questions

(8)Indefinite, definite articles

(9)Pres Tense of To Have Negative and Contract

(23)Numbers; days of week

(37)Months

(16)Pres Tense Continuous

(24)Seasons

(13)Opposites

(30)Colors

(25)Time

(11)Simple pres tense

(12)Personal pron. poss. adjectives

(33)Animals (also p.64)

(14)Prepositions

(15)Object pronouns

(42)Plants

(17)Pres tense continuous and new vocabulary

(45)Vegetables (also p.150

(18)Pres tense continuous; negative

(19)There is and There are Fruits (p.82)

(50)House and furniture

Monthly Evaluation of
Acquired English Skills
Advanced Level A.M.

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	Learned O Presently Learning C Completed level of study
	ESL
	Syllabication
	Compound words
	Use of dictionary
	Prefixes and Suffixes
	Sentence Develop. (basic sentence) Complete sentence
	Homonyms and Synonyms
	Grammar a. verb parts
	b. pronoun usage Subj., poss. object
	c. punctuation and capitalization
	d. Further devel of parts of speech
	Composition a. Complete sentence
	b. Paragraph writing
	c. Letter writing
	Vocabulary - Intro to 30 new words weekly
	Reference skills
	Spelling-Plurals, Suffixes
	Reading Comprehension

Monthly Evaluation of Acquired English Skills
Advanced Level P.M.

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+ Previously Learned
0 Presently Learning
C Completed Level of Study

Recognize, pronounce write letters of alphabet
Pron. & use of Consonants
Short vowels
Long vowels
Blends
Controlled Conversation
76% - 64%
64% - 52
52% - 40%
Free Conversation
24% - 36%
36% - 48%
48% - 60%
Writing, Spelling
Spell, understand 10 words
Spell, understand 30 words
Spell, understand 70 words
Spell, understand 130 words
Spelling rules
Vocabulary
Homonyms
Synonyms
Antonyms
Word choice
Word sets
Singulars & Plurals of nouns
Grammar
Nouns, adjectives & adverbs with BE
Past tense of BE
Questions & Negatives with BE
Transitive & intransitive verb sentences
Questions: all forms
Auxiliary verbs
Past tense
Future tense
Composition (Sentence Structure)
Controlled
Semi-uncontrolled
Letter writing
informal
brief business

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Mechanics
Punctuation
- end marks
- commas
- quotation marks
- apostrophies

Capitalization, principles

Reading Comprehension (by grade levels)

1.1 - 1.2	Operation Alphabet
1.2 - 1.3	
1.3 - 1.4	
1.4 - 1.5	
1.5 - 1.6	
1.6 - 1.7	
1.7 - 1.8	
1.8 - 1.9	
1.9 - 2.0	
2.0 - 2.1	Mott Series 301 & 302
2.1 - 2.2	
2.2 - 2.3	
2.3 - 2.4	
2.4 - 2.5	
2.5 - 2.6	
2.6 - 2.7	
2.7 - 2.8	
2.8 - 2.9	
2.9 - 3.0	
5.0 - 5.1	Mott Series 602 & 603
5.1 - 5.2	
5.2 - 5.3	
5.3 - 5.4	
5.4 - 5.5	
5.5 - 5.6	
5.6 - 5.7	
5.7 - 5.8	
5.8 - 5.9	
5.9 - 6.0	

Dramatics
Willingness to participate in group

Experimentation with new grammatical forms & structures

Effective expression throu gestures

Creating situations to be acted

Acting with scripts

Participation in script writing

ENGLISH COMMUNICATION: Level Breakdown*+

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Level Ia and Ib

Students: Spanish speaking, non-writer, non-reader, non-English speaking

Objectives: To become acquainted with sounds of English
To become less dependent on Spanish
To be able to answer simple questions about oneself
To be able to make controlled statements within a structurally correct framework
To be able to ask a few simple questions within a structurally correct framework

Ia. Speech, Pronunciation: 0 - 10%

Conversation, Controlled: 100 - 88%

Conversation, Free: 0 - 12%

Reading Comprehension:[1] 0 - 7.5%

Ib. Speech, Pronunciation: 10 - 20%

Conversation, Controlled: 88 - 76%

Conversation, Free: 12 - 24%

Reading Comprehension: 7.5 - 15%

Level IIa and IIb

Students: Read simple words--some sentences. Understand simple words--some sentences orally. Can write short one syllable words. Speak hesitantly with poor pronunciation.

Objectives: To begin to master some sounds in English
To become independent of the need for translation for most of the lesson
To be able to ask and answer questions freely (limited vocabulary) and correctly
To be able to use and understand some idioms
To ask a clerk for service
To talk on the telephone (simply)
To converse briefly in a social situation
To read simple English (2nd & 3rd grade)

*Levels are broken down into percentages in order to indicate the degree of student ability in each of the subject areas.

+Adapted from an unknown source.

[1]Understanding basic structures and practical vocabulary of the vernacular language.

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IIa. Speech, Pronunciation: 20 - 30%

Conversation, Controlled: 76 - 64%

Conversation, Free: 24 - 36%

Reading Comprehension: 15 - 22.5%

Writing, Spelling:[2] 0 - 8.5%

IIb. Speech, Pronunciation: 30 - 40%

Conversation, Controlled: 64 - 52%

Conversation, Free: 36 - 48%

Reading Comprehension: 22.5 - 30%

Writing, Spelling: 8.5 - 17%

Level IIIa and IIIb

Students: Read short sentences--simple words with more confidence and facility. Understand simple instructions and questions. Write sentences--able to express ideas in writing better. Sentence structure and grammar improved. Can participate in simple dialogues.

Objectives: To become aware of the structure of English
To master some sounds in English
To be independent of the need of translation
To be able to ask for information or help from public and private assistance agencies (fire, police, hospital, doctors, libraries, schools, insurance, etc.)
To be able to ask and answer questions freely
To be able to use and understand idioms
To fill out simple applications
To write letters, notes
To read intermediate English (4th grade)

IIIa. Speech, Pronunciation: 40 - 50%

Conversation, Controlled: 52 - 40%

Conversation, Free: 48 - 60%

Reading Comprehension: 30 - 37.5%

Writing, Spelling: 17 - 25.5%

Writing - Spelling: Based on Dolch List (Writing to include: grammar, controlled and free composition)

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IIIb. Speech, Pronunciation: 50 - 60%

Conversation, Controlled: 40 - 28%

Conversation, Free: 60 - 72%

Reading Comprehension: 37.5 - 45%

Writing, Spelling: 25.5 - 34%

Level IVa and IVb

Students: Can read short stories and comprehend most of them. Sentence structure and grammar improved, can write well, spelling a problem--but can "sound out". Can converse on everyday subjects. Can write "controlled" compositions.

Objectives:
- To master sounds, including stress and intonation of English
- To be able to participate in community in English (work, education, socity, agencies)
- To master basic structure of English
- To talk and write in present, past and future tenses
- To fill out applications
- To read English at 5th grade level (at end)

IVa. Speech, Pronunciation: 60 - 70%

Conversation, Controlled: 28 - 16%

Conversation, Free: 72 - 84%

Reading Comprehension: 45 - 52.5%

Writing, Spelling: 34 - 42.5%

IVb. Speech, Pronunciation: 70 - 80%

Conversation, Controlled: 16 - 04%

Conversation, Free: 84 - 96%

Reading Comprehension: 52.5 - 60%

Writing, Spelling: 42.5 - 51%